

**Title:** Teacher Practice: Fostering Intellectual Engagement

**Vision:** Teachers will create opportunities in their classrooms to increase students' intellectual engagement.

**Session Objectives:**

Apply concepts from today's presentation in planning concrete next steps towards...

- understanding the importance of developing a classroom environment which fosters an intellectually engaged class
- creating structures in which high quality questions and student discussions are a regular aspect of the classroom.
- using instructional groups in the most effective and efficient manner.
- utilizing technology to advance student engagement and learning.
- using reflection as a tool to best support teaching and learning.

**Assessment:**

- Teachers will understand the importance of classroom management and planning in creating opportunities to foster intellectual engagement
- Teachers will identify student observable behavior based on DOK-leveled questions
- Teachers will plan for an instructional group in their lesson
- Teachers will construct action steps which include planning and reflecting to achieve the goal of higher student engagement in their own teacher practice

**Tool and Resources Shared in the Module:**

- Question Creation Chart
- Instructional Group Planning Tool
- Video Examples
- Learning Protocols

**Take-Home Messages:**

- A. Thoughtful planning leads to effective classroom management, paving the way for more opportunities to intellectually engage students
- B. Crafting strong questions create opportunities for students to engage with the content and each other in order to learn and develop deep understanding
- C. Planning for and implementing instructional groups create opportunities for students to engage with the content and each other in order to learn and develop deep understanding
- D. Technology and reflection take student engagement to a new level, expanding student engagement beyond the classroom.

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Agenda			
Time	Min	Description of Instruction/Activity	Materials Needed
9:00-9:20	20	<b>Introduction (Slides 1 – 14)</b> <ul style="list-style-type: none"> <li>Teachers immediately engage in Traffic Light Protocol, which is the module's anticipatory set. Teachers will circulate around the room, read various teacher practices, and place dots according to a novice teacher's practice. (Slides 2- 5)</li> <li>Coaches introduce intellectual engagement. (Slides 6-8)</li> <li>Explain agenda, AC program, norms and related framing. (Slides 9-14)</li> </ul>	<ul style="list-style-type: none"> <li>Traffic Light Protocols</li> <li>Chart paper with practices</li> <li>Red, Yellow, and Green Stickers</li> <li>PowerPoint slides</li> <li>Today's Meet</li> </ul>
9:20-9:35	15	<b>Classroom Management (Slides 15-21)</b> <ul style="list-style-type: none"> <li>Coaches introduce foundation for engagement: classroom management. (Slides 15-17)</li> <li>Teachers identify 3 – 5 classroom management strategies which they use and write each one on a Post-it note. (Slide 18)</li> <li>Teachers sort strategies into those used primarily for control and those used for engagement on a Venn diagram. (Slides 19-20)</li> <li>Coaches debrief the key concepts for classroom management. (Slide 21)</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint slides</li> <li>Post-its</li> <li>Table top Venn diagrams (labeled Control and Engagement)</li> <li>Today's Meet</li> </ul>
9:35 - 9:50	15	<b>Planning (Slides 22-32)</b> <ul style="list-style-type: none"> <li>Coaches introduce foundation for engagement: planning. (Slides 22-24)</li> <li>Teachers view video of lesson where students are intellectually engaged. (Slide 25)                             <ul style="list-style-type: none"> <li>Complete Viewing Chart: What are the teachers/students doing?</li> </ul> </li> <li>Teachers discuss video with a partner: (Slide 26)                             <ul style="list-style-type: none"> <li>How do you know students were engaged?</li> <li>What made the activity engaging?</li> <li>What did the students learn by participating in this activity?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>2 Videos                             <ul style="list-style-type: none"> <li>3 min 52 sec</li> <li>3 min 28 sec</li> </ul> </li> <li>Viewing Template for video</li> <li>PowerPoint slides</li> <li>Today's Meet</li> </ul>

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		<ul style="list-style-type: none"> <li>○ What did the teacher do to make this happen?</li> <li>● Coaches debrief video. (Slides 27-28)</li> <li>● Teachers view “Planning &amp; Management Interview” video of interview to illustrate process. Teachers apply to their own lesson. (Slide 29-30)</li> <li>● Teachers reflect on management and planning and coaches review key takeaways. (Slide 31-32)</li> </ul>	
9:50-9:55	5	<b>5 Minute Break</b>	Move to appropriate placement at your discretion
9:55-10:30	35	<b>Questions (Slides 33-49)</b> <ul style="list-style-type: none"> <li>● Coaches introduce core engagement strategy: questioning. (Slides 33-36)</li> <li>● Teachers view video and write down questions asked, one on each Post-it. (Slide 37)</li> <li>● Teachers use Affinity protocol to sort questions. Teachers share out how and why they categorized the questions as they did. Possible answers include: open/closed, low level/high level, divergent/convergent, Google/good. (Slide 38)</li> <li>● Coaches debrief and explain thinking about questions as for management, for assessment, or for learning. (Slides 39-41)</li> <li>● Coaches demonstrate how to use the “Q Chart” and use examples from video on Post-its to show how questions were created for different purposes. (Slide 42)</li> <li>● Teachers write 3 questions and share out. (Slides 43-45)</li> <li>● Coaches explain Webb’s DOK chart. (Slides 46-48)</li> <li>● Teachers reflect on questions as a way to foster intellectual engagement. (Slide 49)</li> </ul>	<ul style="list-style-type: none"> <li>● Video clip <ul style="list-style-type: none"> <li>● 4 min 19 sec</li> </ul> </li> <li>● Post-its</li> <li>● Affinity protocol</li> <li>● Chart paper</li> <li>● PowerPoint slides</li> <li>● Webb’s DOK chart</li> <li>● Question Creation Chart</li> <li>● Hess’s Cognitive Rigor Matrix</li> <li>● Today’s Meet</li> <li>● Padlet</li> </ul>
10:30-11:20	50	<b>Instructional Groups (Slides 50-65)</b> <ul style="list-style-type: none"> <li>● Coaches introduce core engagement strategy: instructional groups. Coaches review the</li> </ul>	<ul style="list-style-type: none"> <li>● Video clips <ul style="list-style-type: none"> <li>● 5 min 1 sec</li> <li>● 3 min 45 sec</li> </ul> </li> </ul>



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		<p>essential question and research about groups. (Slides 51-52)</p> <ul style="list-style-type: none"> <li>Teachers participate in Plickers activity. (Slide 53)</li> <li>In groups of four, teachers view video to see a variety of instructional groups and respond through the Silent Discussion Protocol. Teachers use 3 guiding questions to generate an initial corner SDP comments. Rotate the chart paper 4 times so that each group member adds to the 4 silent, written discussions initiated in the corners. (Slides 54-55)</li> <li>Teachers view and debrief both the visible and invisible characteristics seen in the “Planning for Groups” video. (Slides 56-59)</li> <li>Teachers volley pair/share their response to student-centered discussion task. Coaches explain how to transform teacher-led into student-led. (Slides 60-61)</li> <li>Coaches lead teachers through Fishbowl Protocol. (Slides 62-63)</li> <li>Teachers reflect on student-centered discussion via Today’s Meet and coaches review key takeaways for questions and groups. (Slides 64-65)</li> </ul>	<ul style="list-style-type: none"> <li>Viewing template for video</li> <li>Sharing activity</li> <li>Silent Discussion Protocol</li> <li>PowerPoint slides</li> <li>Plickers</li> <li>Fishbowl Protocol</li> <li>Today’s Meet</li> </ul>
11:20-11:25	5	<b>5 Minute Break</b>	Move to appropriate placement at your discretion
11:25-11:35	10	<p><b>Reflection (Slides 66-70)</b></p> <ul style="list-style-type: none"> <li>Coaches introduce enhancing engagement strategy: reflection. Coaches review the essential question. (Slides 66-68)</li> <li>Coaches review key concepts. (Slides 69-70)</li> </ul>	<ul style="list-style-type: none"> <li>PowerPoint slides</li> <li>Today’s Meet</li> </ul>
11:35-11:45	10	<p><b>Technology (Slides 71-79)</b></p> <ul style="list-style-type: none"> <li>Coaches introduce enhancing engagement strategy: technology. Coaches review essential question. (Slides 71-72)</li> <li>Teachers view a mash-up video of students using technology to consider how they use technology for research &amp; differentiation. Teachers respond to content. (Slide 73)</li> </ul>	<ul style="list-style-type: none"> <li>Post-Its</li> <li>The Four C’s of 21st Century Learning Chart</li> <li>Webb’s DOK Web 2.0 Chart</li> <li>Epic BYOD Toolchest</li> <li>PowerPoint slides</li> </ul>

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		<ul style="list-style-type: none"> <li>Coaches review the 4 C's of technology and the associated DoK relationships to various tech tools. (Slides 74-75)</li> <li>Teachers engage in Post-it protocol to consider the correlation between Webb's DoK and various tech tools already in their repertoire. (Slide 76)</li> <li>Coaches review key concepts for technology. Teachers reflect on tech tools. (Slides 77-78)</li> <li>Coaches review key takeaways for enhancing engagement through reflection and technology. (Slide 79)</li> </ul>	
11:45-12:00 (180)	15	<b>Closure (Slides 80-87)</b> <ul style="list-style-type: none"> <li>Teachers use the Disco-flect Protocol to review and reflect on key concepts from the module. (Slides 80-83) <ul style="list-style-type: none"> <li>Teachers identify the tools that made the classroom highly engaged, reflecting on the strategies taught: <ul style="list-style-type: none"> <li>Planning &amp; Management</li> <li>Questions</li> <li>Groups</li> <li>Technology &amp; Reflection</li> </ul> </li> </ul> </li> <li>Goal poster: make commitment, write it down, find a partner to keep you in check and create two action steps for each goal.</li> <li>Share your excitement about IE on Social Media. (Slide 84)</li> <li>Teachers submit an exit ticket. (Slide 85)</li> <li>Teachers set goal for higher student engagement and create action steps. (Action steps will include planning and reflection, and year-long timeline of learning/changes) (Slides 86-87)</li> </ul>	<ul style="list-style-type: none"> <li>Happy Music</li> <li>Disco Flect protocol</li> <li>Post-Its</li> <li>Chart Paper</li> <li>Exit Ticket</li> <li>PowerPoint slides</li> </ul>

**TOTAL TIME: 3 hours**